DOCUMENT RESUME

ED 127 389 UD 016 212

TITLE Kid Stuff.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.
PUB DATE Aug 73
NOTE 14p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Child Development; *Childhood Needs; Child Language; Child Rearing; Child Welfare; Communication Skills; Creative Activities; Developmental Psychology; *Guidelines; Guides; Individual Development; Maturation; Nonverbal Communication; *Parent Child Relationship; *Parenthood Education; Personality Development; *Psychological Needs

ABSTRACT

A variety of topics are discussed in this publication which has been put together for use in parent education classes and training sessions of day care personnel. The design may be used as a source of stimulation and information in working with parent groups. Section I discusses how to listen so that children will respond, to the "language of acceptance". The power of the language of acceptance lies in the fact that it opens children up and frees them to share their feelings and problems. Acceptance must be demonstrated either verbally or nonverbally. Communicating acceptance verbally is quite important. Most responses of parents fall into what is labeled as the typical twelve categories which are then listed. Reasons why parents should learn active listening, as well as attitudes required for active listening are also included in this section. The section that follows presents a summary of investigations of impact of parent behavior on child personality. A listing of children's emotional needs and how they can best be met are discussed next. These ideas are only to be considered as suggestions that apply in general situations. Among the needs listed are the following: belonging, achievement, economic security, love and affection, and self-respect. Creative play activities such as college making, dramatic play, and miscellaneous sensory experiences are discussed next. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127389

KID STUFF

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD 016 212

Cooperative Extension Service
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
AND VIRGINIA STATE COLLEGE COOPERATING

Petersburg, Virginia 23803

***An Educational Service** of the Virginia Polytechnic Institute and State University, Virginia's Land-**Grant University** with U. S. Department of Agriculture and Local Governments Cooperating*

INTRODUCTION

In the past, parents have relied on a combination of tradition, experience and common sense to guide them. Until recently, it was usually successful. But, in today's rapidly changing, complex society, tradition and prior experience seem inadequate. "Common sense," while a necessary parental trait, cannot do the whole job. Even the simplest occupation requires some kind of training. Many parents may not even be aware that new methods of dealing with children exist and have been tested. The volume of worthy, written material on parent education and child development is overwhelming and expanding daily.

There are some courses now available on specific methods of parenting. But, up to now, there has not been a continuous parent education effort to meet the ever changing needs and concerns of growing parent-child relationships.

Changes in and the requirements of the modern family suggest the need for education at every stage of human development. Education has the virtue of intervening before trouble strikes.

There is no single best way of child rearing for all families; but there is a best way for each family, based on the unique characteristics of every family member. By acquainting parents with various sources of information, they are better equipped to formulate their own design for child-rearing.

Extension's New Focus

According to Edwin L. Kirby, USDA Extension Service, changes in the Extension Program during the past ten years reveal two notable shifts of emphasis. Comparing 1961 and 1971 use of staff time, he found that in 1961 clothing ranked first, closely followed by food and nutrition, then consumer education and financial management, and in fourth, housing and related subjects.

In 1971 food and nutrition was in first place with about one-third of the professional staff devoted to this. A big change is that family life and child development has now taken second position. This indicated home economics program adjustments have been made in line with families' deep concerns; clothing and housing now hold third and fourth place. Even housing has taken a new form - focusing not only on structure and physical setting, but also on relationships and sense of being within the home.

There are obstacles however, that society place on the educating of families. Family life education, including parent education, sex education and community education traditionally have not been a part of the public education curriculum. The great emphasis placed on the importance of the sciences has minimized the importance of caused which has the potential of contributing to an individual's personality and ability to maintain a successful and satisfying family life.

When special efforts have been made to teach such courses, or offer special workshops in parent education or family life education, results show positive feedback from participants. Parents begin to realize that they are role models for their children; that they are the first to teach communication patterns, establish interpersonal relations, orient the child toward society, and help the child develop a sense of self-esteem.

Educational efforts across the State of Virginia have demonstrated that parents want information and communication with other parents in organized groups to help them with the task of child-rearing. Parents in organized group discussions led by Extension Home Economists have openly shared concerns and the usual anxieties of being a mother or father. (Eating habits of pre-schoolers, constructive play, discipline, child fears, sibling rivalry, communication, shyness, normal growth patterns).

One day and two day workshops have been just as successful as the four week workshop. Often parents have been reluctant to attend the first class session, and exaggerated efforts had to be made to interest them. However, once parents realized that the program was informal, educational and social in nature approval was expressed. On the other hand few parents do express no desire to be a student. The programs mentioned have been attended by parents as well as grandparents and institutional agency personnel.

Indeed it may be stated without reservation that parent education sessions increasingly will serve to dissipate the disharmony, chaos, instability, and communication gap that exist in many homes.

Much of the contents of this publication was put together for use in parent education classes and training sissions of day care personnel conducted by Bettye Thornton, Henrico County. Photo from Mildred Brady, city of Chesapeake parent education and Nutrition Series. This design may be used as a source of stimulation and information in working with parent groups.

Martha M. Conley
Specialist, Family Relations
Virginia State College

August, 1973

How To Listen So Kids Will Talk To You: The Language of Acceptance

Why do so many parents get "written off" by their children as a source of help? Why do children stop talking to their parents about the things that really bother them? Why are so few parents successful in maintaining a helping relationship with their children? Why do children find it much easier to talk with counselors than with parents? Many researchers feel that the language of acceptance is essential to establish an effective helping relationship with children.

The Power of the Language of Acceptance

Whenever you accept another person, he becomes more able to grow, more free to move around, change, and become more capable. "Tell a child often enough how bad he is and he will most certainly become bad." This is unacceptable which turns kids off.

The language of acceptance opens kids up. It frees them to share their feelings and problems. This is why counselors and therapists are so successful; they accept their counselors for what they are.

Acceptance must be demonstrated either verbally or nonverbally.

By nonintervention in a child's activities, a parent can show acceptance. A child may be trying to build a sand castle -- by not interfering, you can show that what he is doing is okay and so is he okay. Passive listening is also another tool. Saying nothing or very little when a child relates an incident may enable him to say more and interpret more of what happened and how he felt about it.

Communicating acceptance verbally is quite important. Most responses of parents fall into the "Typical Twelve" categories.

Write your response to this situation:

I don't know what's wrong with me. Ginny used to like me, but now she doesn't. She never comes down here to play anymore. And if I go up there she's always playing with Joyce and the two of them play together and have fun, and I just stand there all by myself. I hate them both."

See which of the categories your response fits best:

1. *Ordering, directing, commanding.*
   "Now you go back up there and play with Ginny and Joyce."
2. *Warning, admonishing, threatening.*
   "If you do that, you'll be sorry."
3. *Exhorting, moralizing, preaching.*
   "You shouldn't act like that."
4. *Advising, giving solutions.*
   "Why don't you ask Ginny and Joyce to play down here?"
5. *Lecturing, teaching.*
   "Children must learn how to get along with each other."
6. *Judging, criticizing.*
   "That's an immature view."
7. *Praising, agreeing.*
   "I think you're right."
8. *Name-Calling ridiculing.*
   "Okay, little baby."
9. *Interpreting, analyzing.*
   "You're just jealous of Ginny."
10. *Reassuring, counseling.*
    "All kids go through this sometime."
11. *Probing, questioning.*
    "Do the kids ever tell you why they don't play with you?"
12. *Withdrawing, distracting, humoring.*
    "Just forget about it."

Over 90% of parents fall into one or more of these twelve responses. They are considered nontherapeutic or destructive.

A more effective and constructive way of responding to a child's problem message is active listening. This involves picking up the child's feelings at that moment.

For example:

Child: Boy, do I have a lousy teacher this year. I don't like her. She's an old grouch.

Parent: Sounds like you're really disappointed with your teacher.

The parent accurately decoded this child's message by picking up his feelings. He feeds back only what he feels the sender's message meant, nothing more, nothing less.

Why Should Parents Learn Active Listening?

1. Helps children find out exactly what they are feeling.
2. Helps children become less afraid of negative feelings: "Feelings are friendly."
3. Promotes a relationship of warmth between parent and child.
4. Facilitates problem-solving by the child.
5. Influences the child to be more willing to listen to parents' thoughts and ideas.
6. Encourages child to think for himself.

Attitudes Required for Active Listening

1. You must want to hear what your child has to say.
2. You must want to help him.
3. You must be able to accept his feelings.
4. You must have a feeling of trust in the child's capacity to handle his feelings.
5. You must appreciate that feelings are transitory, not permanent.
6. You must be able to see your child as someone separate from you, with his own identity.

SUMMARY OF INVESTIGATIONS OF IMPACT OF PARENT BEHAVIOR ON CHILD PERSONALITY

Type of Home	*Type of Child Behavior Associated With It.*
Rejective	Submissive Aggressive* Adjustment difficulties Feelings of insecurity* Sadistic Nervous Shy, Stubborn Noncomplaint
Overprotective, babying	Infantile and withdrawing* Submissive* Feelings of insecurity* Aggressive Jealous Difficult adjustment* Nervous
Dominating parent	Dependable, Shy, submissive, polite, self-coscious, uncooperative, tense, bold, quarrelsome, disinterested
Submissive parent, permissive	Aggressive*, careless*, disobedient*, independent*, self-confident*, forward in making friends*, noncomplaint
Inharmonious	Aggressive* Neurotic* Jealous* Delinquent* Uncooperative
Defective discipline	Poor adjustment* Aggressive Jealous Delinquent Neurotic
Harmonious, well-adjusted	Submissive Good Adjustment
Calm, happy, compatible	Cooperative* Superior adjustment Independent
Child accepted	Socially acceptable Faces future confidently
Consistent strict discipline	Good adjustment
Child given responsibilities	Good adjustment self-reliant Security feelings
Parents play with Child	Security feelings Self-reliant

*These findings are reported by several investigators. (Adapted from M.J. Radke, *The Relation of Parental Authority to Children's Behavior and Attitudes*, University of Minnesota Press, 1946.)

MEETING CHILDREN'S EMOTIONAL NEEDS

These ideas are only to be considered as suggestions that apply in general situations.

Meeting the Need for Belonging

Things to Do

1. Telephone or send greetings to a Child who is absent.
2. Have the pupils write him letters.
3. Welcome him when he returns and say you missed him.
4. Have a friendly "good morning" or "good night."
5. Chat with individual children when you can-at recess, waiting for a bus, etc.
6. Recognize birthdays.
7. Help the new children get acquainted around the school, learn the rules, meet the teachers, etc. etc.
8. If possible, allow children their own choices in seating.
9. Let offices or honors be rotated.
10. Have children help make the rules.
11. Develop an atmosphere and activities in which the children can participate and have some freedom of movement.
12. Make discipline requirement realistic.
13. Help retarded learners.

Things Not To Do

1. Forget about children who are absent.
2. Grumble and complain about the class to the class.
3. Set up individual children as bad examples.
4. Neglect ideas and attempts of contribution.
5. Ignore new courses.
6. Overlook new appearances, belongings, clothes, etc.
7. Laugh at, ridicule, or embarrass pupils.
8. Resort to humiliating or excessive punishment.
9. Let a boy sit with a girl, or vice versa, as punishment.

Meeting the Need for Achievement

Things to Do

1. Get different standards for different children.
2. Let the child have a say in setting his own standards.
3. Assume that children want to learn and want to make efforts.
4. Reward the process and effort rather than the end result.
5. Create a setting that allows for many talents.
6. Allow the children to help you and help each other.
7. Make it easy for the children to admit inadequacy and ignorance.
8. Make the children conscious of their progress.
9. Help the pupils anticipate difficulties and failures.
10. Give praise when praise is merited.
11. Help children feel that accomplishment is its own reward.

Things Not To Do

1. Expect the same quality of work from all children.
2. Give extrinsic rewards that create envy and hostility.
3. Punish boasting and cheating rather than remove the causes.
4. Act as an inspector of what the children don't know.
5. Have the children do "busywork" without seeing meaning and personal purposes in it.
6. Make your acceptance of the child depend on his academic achievement.
7. Push children into activities they are not ready for.
8. Give praise that is not sincere or deserved.
9. Nothing succeeds like success. Nothing fails like failure.

Meeting the Need for Economic Security

Economic security is a sense of confidence that the requirements for food, shelter, clothing, money, and other basic necessities shall be met in the future.

Things To Do

1. See that financial burdens on the children are at a minimum.
2. Avoid financial demands that cannot be met by all pupils.
3. Avoid publicizing the contributions of each individual child to a fund raising campaign.
4. Inquire about services that can help needy children with respect to dental and medical aid, clothing and food.
5. Secure inexpensive tickets for public events.
6. Help youngsters to get jobs to earn some extra money.
7. Avoid placing children in situations in which they have to reveal poverty, living in crowded apartments, etc.

Things Not To Do

1. Put on the blackboard the names of those who do or do not contribute money.
2. Make public what children's parents receive public aid.
3. Show more consideration for children from wealthy homes.
4. Talk about some occupations as being inferior.
5. Give the impression that success and happiness depend on material possessions.
6. Make slurring remarks about people who receive assistance from public services.
7. State that poverty is the fault of the poor.

Meeting the Need to be Free From Fear

Things to Do

1. Make competition in games voluntary.
2. Have children of approximately equal strength or ability compete with each other.
3. Discuss how dangerous situation in everyday life can be intelligently met.
4. Encourage children to talk about their fears, privately or in class.
5. Help children meet a variety of new situations. Familiarity often dispels fear.
6. Reassure children who are "afraid to be different."
7. Help children develop skills and knowledge to cope with fear-arousing situations (being left alone, thunder storms, etc.)
8. Have the children meet with many different ideas, so they do not become afraid of thinking.
9. Let children meet and mix with members of other races and nationalities, to learn the common humanity of all.

Things Not To Do

1. Set standards that children cannot meet.
2. Threaten with punishment if a child does not succeed-using fear as a motivation.
3. Believe that a fearful child needs to be pushed into a situation.
4. Exaggerate the dangers in daily living, such as traffic, germs, vigorous games.
5. Be horrified at what children say or do.
6. Get angry at children for little violations of rules.
7. Threaten to report to parents or principal behavior over which the child has little control.
8. Make any punishment disproportionate to the "crime."
9. Concentrate discussions on wars or threats of war.
10. Talk about the world as a cruel place where only the most ruthless.

Meeting the Needs of Love and Affection

Things to Do

1. Accept the children's feelings of love and hate, jealousy, hurt and despair.

Things Not To Do

1. Ignore the child's feelings.

Things to Do (Cont'd)

2. Reassure the child that it is natural to have such feelings, and help them to deal with them realistically.
3. Show them that you are friendly, sympathetic, and sincere.
4. Give a little extra time to individual children if they seem to want your attention.
5. Ask questions about things they are interested in.
6. Remember that at different age levels your liking must be shown in different ways.
7. Be a "confidant" whom the children can trust with secrets.
8. Be aware that your concern with their learning and progress is a way of expressing your liking.
9. Show particular attention to children who are under stress at home. The birth of a baby, family dissention, broken home, change of school, create greater needs for affection from the teacher.
10. Accept little presents and other expression of affection.
11. Meet with the parents and show your concern for the child.
12. Show extra attention to children over-eat as a substitute for love.
13. Have pets in the class that toward whom the children can express affection.
14. Consider that the children need to give love as well as receive it.

Things Not To Do (Cont'd)

2. Believe that a child's emotional life is none of your concern.
3. Say that a child's behavior is his own fault.
4. Keep yourself aloof from the children.
5. Criticize a child when you are talking to his parents.
6. Reject the child's attempt to show your favors.
7. Criticize the child instead of specific behavior in cases of misconduct.
8. Fail to contact a child who is ill and tell him that you and the class miss him.
9. Separate children in class who show strong liking for one another.
10. Pry into your child's life beyond what he feels comfortable to talk about.
11. Forget that the child's life outside of school influences his behavior in school.
12. It must be borne in mind that we do not convey to the children our affection for them by the performance of single acts, that are devoid of a feeding of friendship. That is affection and most children see through it.
13. Trust and warmth and friendliness are expressed in numerous ways, often too subtle to be described.
14. Moreover, each individual teacher must evolve his own pattern of relationships with his pupils.

Meeting the Need to be Relatively Free From Guilt

Guilt arises when an act or an impulse conflicts with one's ideals and sense of rightness or conscience. When an individual's conscience is too strict, it deprives him of the capacity to be happy and enjoy life.

Things to Do

1. Help children see that nobody is perfect and that everybody makes Mistakes.
2. Make sure that rules and regulations are understood by the pupils.
3. Have the children understand that "bad conscience" is appropriate only if one deliberately does something wrong - not when a mistake is due to ignorance.
4. Praise children for the process of achieving, not only for the end product of their work.
5. Consider individual differences in ability and capacity when you appra school work or other behavior.

Things Not To Do

1. "Harp" upon past mistakes.
2. Make the children promise "never" to misbehave again.
3. Assume that the children are always fully aware that they are transgressing.
4. Get children into situations in which they feel ashamed or embarrassed or ridiculed.
5. Show shock or horror at the language of some children or their habits of cleanliness.
6. Make a child believe that some of his deepest needs and concerns, such as sex, are of a shameful nature.

Things to Do (Cont'd)

6. Let the child know that although you dislike some specific behavior, you do not disapprove of him as a person.
7. Recognize that children from different religions, nationalities and socio-economic levels have different standards of right and wrong.
8. Before punishing a child, find out why he did wrong. Intention is important in judging misbehavior.
9. Talk things over and suggest better alternatives for behavior in preference to punishment.
10. Be casual and matter-of-fact if you have to deal with dirty jokes, play, dirty pictures, sexual gestures.
11. Consider that lying, stealing and cheating may be desperate attempts of gaining some recognition.
12. Be a sympathetic listener to children who wish to talk to you about things they feel guilty about.

Things Not To Do (Cont'd)

7. Keep saying that "we should always do our very best". Nobody can make supreme exertions continuously.
8. Make a public ado about children who have committed some delinquent act.
9. Set standards of behavior or achievement that the child cannot live up to.
10. A child with persistant guilt feelings has low opinion of himself. In order to atone for such feelings some commit delinquent acts, for which they may be punished. Others go through life making in many ways miserable for themselves. Unnecessary guilt feelings often underly maladjusted behavior in the form of neuroses.
11. It must also be remembered that a teacher's task is also to help develop adequate guilt feelings when they do not exist.

Meeting the Need for Self-Respect

Things to Do

1. Ask the children to share in setting up schedules, curriculum, and standards of achievement.
2. Consider all the factors that help to prevent excessive feelings of guilt and the deprivation of other basic needs.
3. Remember that a child's self-respect grows out of the respect shown him by those who are important to him.
4. Create situations in which children have responsibilities.
5. Show trust and confidence in their good intentions
6. Create opportunities for individual choice of action.
7. Respect the opinions children have although they may conflict with yours.
8. Allow the pupils opportunities to appraise their progress.

Things Not To Do

1. Consider yourself a god whose opinions and decisions cannot be questioned.
2. Let a few forceful individuals dominate the class.
3. Let your feelings about a child be determined only by the quiaity of academic work.
4. Give the children the impression that they are too young or immature to be considered.
5. Suspect the motivations behind an individual's behavior.
6. Have the pupils ask permission for every little thing they need or want to do.
7. Set any pupil up as a "bad example"
8. Make constant comparison between the works of individual children.

Meeting the Need for Meanings and Guiding Purposes

Things to do

1. Create situations in which children feel free to ask questions and exchange ideas.
2. Help children towards a scientific explanation of the physical universe and social phenomena.
3. Help them towards self-understanding through discussions of the common human needs and one's place in a cultural and historical setting.

1. Consider questions too stupid or silly.
2. Expose the children to only one point-of-view.
3. Allow no opportunity for disagreements and discussions.
4. Ignore or refuse to discuss the big political, social, economic, and ethical issues.

Things to Do (Cont'd)

4. Lead the children towards an understanding of the values and ideals by which they live, such as respect for the individual, the democratic way of life, the moral code for conduct, the value of religion.
5. Discuss the contradictions between ideals, and ideals and actual behavior.

Things Not To Do (Cont'd)

5. The individual needs an adequate understanding of the physical, the social, and his own inner world. He also needs to see a personal meaning in life, and to have life goals that are consistent, realistic and of some social usefulness.

CREATIVE PLAY ACTIVITIES

There isn't anything quite so delightful as seeing a young child wholly absorbed in expressing himself creatively. To some, creativity is linked strictly with the actual use of materials such as paint or clay. This assumption, of course is erroneous. A child may express his inner most thoughts in other ways as well. For example children are creative when they move to music, engage in dramatic play, or exercise large muscles. Not all children find it easy to participate in things which are "messy," but the need for expression is still within the child. There are many opportunities for creative expression. Listed below is just a sample.

Play-Doh
(Sometimes called "homemade clay")

The recipes are given below:

There are several recipes. Number one is a new one

1. *Materials*

   1/2 cup cornstarch, 1 cup salt, 1/2 cup cold water

   Procedure

   Mix cornstarch and salt, add water and boil. Mixture thickens quickly. Cool and use.

*2. A recipe is: 1 part flour to 1 part salt to 1/4 part water. Mix together to a soft consistency.

3. A recipe found to be good because of consitency is as follows:

   1 cup flour, ½ cup salt, 3 tsp. alum, ¼ - ½ cups water, vegetable coloring. A few drops of glycerine may be added.

*Recipe Used in Presentation-"Play with a Purpose"

Posters Paint Activities

1. *Ink Blots:*

   Prefold paper, drop thick paint onto paper from tongue depressors, refold, open. Several colors may be used.

2. *String Painting*

   Dip short lengths of string into bowls of paint and let them fall on paper. Paper may also be folded in half, then string pulled out while paper is held shut with one hand.

3. *Object Printing:*

   Dip objects into bowls with folded paper towel on bottom which has been soaked in paint. Press or rub objects on paper. Objects may be spools, corks, sink stoppers, sponges, jar lids, small blocks, walnut shells, foam hair rollers, and begetables cut in shapes, etc.

4. *Painting with Objects:*

   Substitute feathers, Q-tips, combs, small scrub brushes, tooth brushes, etc. for paint brushes. May be done either easel, or at table with paint in bowls.

5. *Dry Powder Painting:*

   Put dry powder in dishes at easel or on table, and use wads of cotton to paint. Give soft effect.

6. *Textured Paint:*

Mix textured substance with paint for different effect, adding a little glue to insure sticking (optional). May use salt (sparkles when dry) sand, find sawdust, coffee grounds, may also sprinkle soap flakes on painted surface while still wet.

7. *Spatter Painting:*

Wire screening on frames, tooth brushes, bowls of thin paint and designs or objects to place under screen on paper. Objects may be paper silhouettes, leaves, cookie cutters, or a variety such as keys, forks, spoons, string, yarn, scissors, small blocks, corks, etc. When one color is dry, another may be used.

8. *Table Painting:*

Use shallow bowls of fairly thick paint and short-handled brushes. Cover table with newspaper.

9. *Soap Painting:*

Whip soap flackes or soap powder with water, add dry powder paint, paint on colored or white paper with brushes. Will be very stiff and conducive to making designs. More water may need to be added later as soap hardens.

10. *Fancy Paper:*

Cut easel paper into different shapes to stimulate more elaborate design painting; circles, triangles, free form, Easter eggs, Christmas trees, flowers, houses, fish, etc.

11. *Crayon and Paint:*

Draw on paper with light-colored crayon, they cover with thin wash of dark paint. Paint will cover all but crayon markings.

12. *Squeeze-Bottle Painting:*

Fill plastic squeeze bottle (catsup or mustard container) with thick faint. Children can squirt paint in designs on paper. Bottle should have screw-top.

13. *Detergent Paint:*

Paint mixed with detergent can be used to paint on glazed surfaces, plastic, aluminum foil, glass, etc.

14. *Self-Portraits:*

Have child lie on large sheet of paper and trace his outline in dark crayon. Child paints in his portrait. Have paint available in shallow bowls, or in cups in a rack or bread pan (to prevent kicking over).

15. *Bleach or Tissue Paper:*

Dip objects such as cookie cutters, spools, etc., in a shallow bowl of bleach and press on colored tissue paper which is placed on paper towel. The bleach removes the color from the tissue paper, leaving a design.

16. *Different types of surfaces may be painted:*

Paper towels	Wooden Blocks	Colored Construction Paper
Woodwork Products	Printed Newsprint	Pine Cones
Finger Paint Paper	Cloth	Cardboard Boxes
Sea Shells	Egg Cartons	Stones
Wall Paper	Branches	Magazine Pages
Clay Products	Paper Dry Cleaning Bags	Paper Bags
Dried Play Dough Products	Oil Cloth	

17. *Presenting a variety of Colors:*

The traditional primary easel colors can be baried by mixing and presenting unusual shades of color and unusual combinations of colors; paint tints, greyed tones, black, white, coral, chartreuse, lavender, etc.

18. *Mixing Colors:*

Children can mix their own paints to be used at the easel or table. Put out colors in small amounts in muffin tins or paper cups and allow the children to mix. Mixing primary colors teaches composition of secondary ones. Mixing primary colors teaches composition of secondary ones. Mixing white or black with primary colors teaches pastel tints and greyed tones.

19. *Spool Painting:*

Notch the ends of spools in various shapes. Make a handle from a coat hanger. The spool may be dipped into a shallow bowl of paint. Paint and then roll on paper to create patterns.

Collage

In order to stimulate the imagination of children and increase their awareness and interest in the feel of different textures, a collage is the answer. The number of different materials supplied at one time will depend upon the age and development of the children involved. Young children can adequately handle three or four materials while older children delight in a larger selection from which to choose.

Suggested Materials:

beans	wall paper	tissue paper
button	velvet	shells
rice	wool	beads
screen wire	flowers	string
colored salt	seeds	cork
fabric	egg shells	cereal

Materials can be placed between two sheets of waxed paper and then pressed with a warm iron. It seals the design.

Materials can be pasted on cloth or wallpaper instead of paper for a different experience. Applying colored tissue paper (with liquid starch as the moisture) on non-waxed paper plates create an interesting experience involving color.

Recipe for paste:

1 cup sugar
1quart water
30 drops oil of colve
1 cup flour
1 teaspoon powdered alum

Mix ingredients and cook in double boiler until thick. Stir to keep smooth. Remove heat, add oil of cloves. Store in covered jar.

Dramatic Play

One of the greatest values of this area is that children can engage in make believe. They can act out their feelings. In dramatic play, anything is possible. A child can be a mother, father, baby, street sweeper, engineer, doctor or whatever he or she feels.

With adequate time and space, children play out what is important to them. They are making a trial run for the future. This is a very essential part of growth. Children's play is sometimes misunderstood by adults. It is a much needed part of their growth, development, and understanding. It should be encouraged not discouraged.

Miscellaneous Sensory Experiences

Texture:

1. In a table used for water or sand, use substances such as flour, corn meal, rice, beans or wheat.
2. Place various textures on a table and let children feel them. (wool, silk, cotton, corduroy, velvet, oil cloth, felt, screen, paper sawdust, shavings, fur)
3. Dip colored yarn in thick wheat paste mixture. Shape it on waxed paper, let it dry. Make interesting design.

Smell:

1. Place small amounts of common liquid which contain odors in containers and let the children smell them. (Extract, perfume, vinegar, household commodities)

Taste:

1. In small bowls place staples which look alike but have different tastes. (White sugar, salt, flour, powdered sugar, soap flakes, tapioca, coconut)
2. In a small bowl, place staples which bear the same name but have different characteristics. (White sugar, brown sugar, raw sugar, powdered sugar, sugar cubes)

Sound:

1. In a small box, bowl or bag, try sound effect of buttons, beans, bells, spools, macaroni, or cereals. Encorage child to listen to sounds around him, both indoors and outdoors. Talk about sound made by different animals, and how different sounds make them feel - (Wind, rain, thunder, household appliances, train, phone.)

Adopted from Taylor, Barbara J. *A Child Goes Forth*, Provo, Utah, Brigham Young University Press 1964.